



# 1997-98 KIRIS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 11 – Arts and Humanities

The **academic expectation** addressed by the open-response item “Communication” is

2.24 Student has knowledge of major works of art, music, and literature and appreciates creativity and the contributions of the arts and humanities.

The **core content** assessed by this item includes:

#### **Literature: Skills and Knowledge**

##### Genres

Novels, short stories, plays, poetry, essays, biographies

#### **Visual Arts: Skills and Knowledge**

##### Art Processes

Two-Dimensional: drawing, painting

#### **Music: Skills and Knowledge**

##### Music Elements

### **Communication**

The arts provide a means of communicating ideas and feelings in a variety of forms, such as poems, short stories, songs, plays, and paintings.

If you were asked to tell the story of your life, which of these forms (poem, short story, song, play, or painting) do you think would be the most effective? Explain your choice by naming some of the qualities that are unique to the form you chose.



# SCORING GUIDE

## Grade 11 Arts and Humanities

| Score | Description  |
|-------|--|
| 4     | Student chooses one art form to tell life story. Student provides a detailed explanation of the effectiveness of the choice that focuses on qualities of the selected art form. Student shows a solid understanding of the art form and links the qualities and emotions/personality/details from his/her life.  |
| 3     | Student chooses one art form to tell life story. Student provides an explanation of the effectiveness of the choice that includes qualities of the selected art form, but lacks explanation and detail. Student shows a good understanding of the art form and some connection to life and emotion <b>or</b> a solid connection with weaker understanding of form. |
| 2     | Student chooses one art form to tell life story. Student provides a general discussion of the art form and makes a limited connection to the effectiveness for telling a life story. Student shows a general understanding of qualities, but limited connections.  |
| 1     | Student chooses one art form to tell a life story and attempts to make a link to the art form.<br><b>OR</b><br>Student discusses qualities of an art form without making link to the telling of a life story.  |
| 0     | Response is totally incorrect or irrelevant.   |
| Blank | No response.   |



# SCORING GUIDE

## Grade 11 Arts and Humanities

### Poem

- use of imagery and poetic devices (metaphor, simile, alliteration, etc.)
- less restrictive in terms of use of language and grammatical structure
- rhyme and meter can enhance impact of words and ideas
- poetry is memorable—people can often quote lines from poems
- personal experience for the reader (not part of an audience usually)
- reader may have to search out meaning, and there may be multiple interpretations
- every word is carefully chosen

### Short Story

- often portrays an event or pivotal experience
- has a structure with beginning, middle, and end
- personal experience for the reader to read

### Song

- combines music and words—music enhances impact of words
- music can convey mood
- can use different styles to give different feelings
- very memorable—people can often recall songs
- more public performance
- repeat performances are easy to achieve
- music reaches across barriers of language
- lyrics can be poetry in themselves

### Play

- most like real life
- characterization by real people re-enacting a story
- conveys emotions well
- can incorporate other art forms such as poetry, song, and visual effects
- usually a one-time performance for the person viewing, unlike poems or songs

### Painting

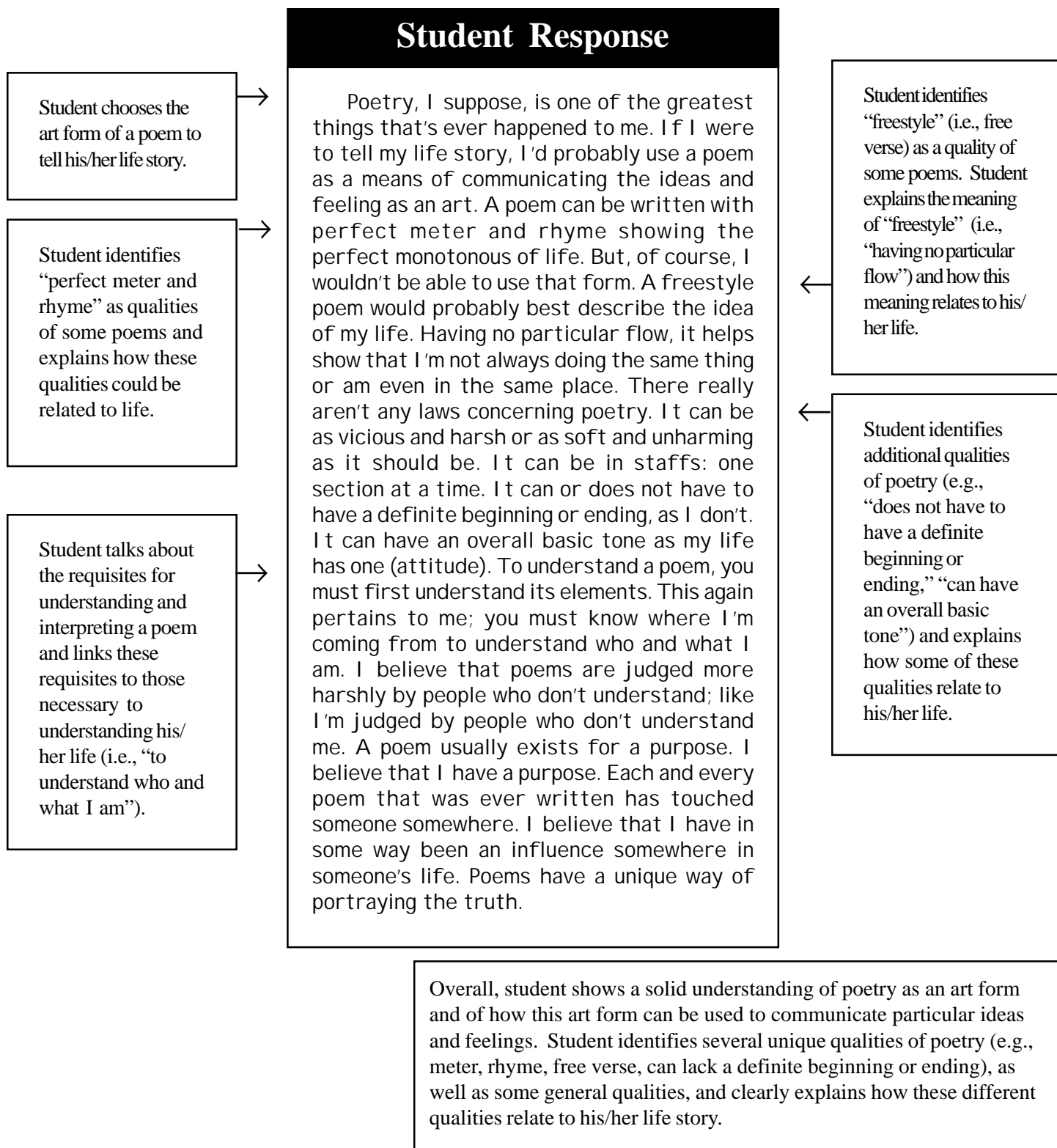
- visual impact hits the senses at an elemental level
- can present several ideas simultaneously
- meaning can be hidden or subtle, and allow multiple interpretations
- can be hung in places where it is viewed constantly (e.g., living room)
- can reach across language barriers
- use of color for mood, symbolism, etc.



# ANNOTATED STUDENT RESPONSE

## Grade 11 Arts and Humanities

### Sample 4-Point Response of Student Work

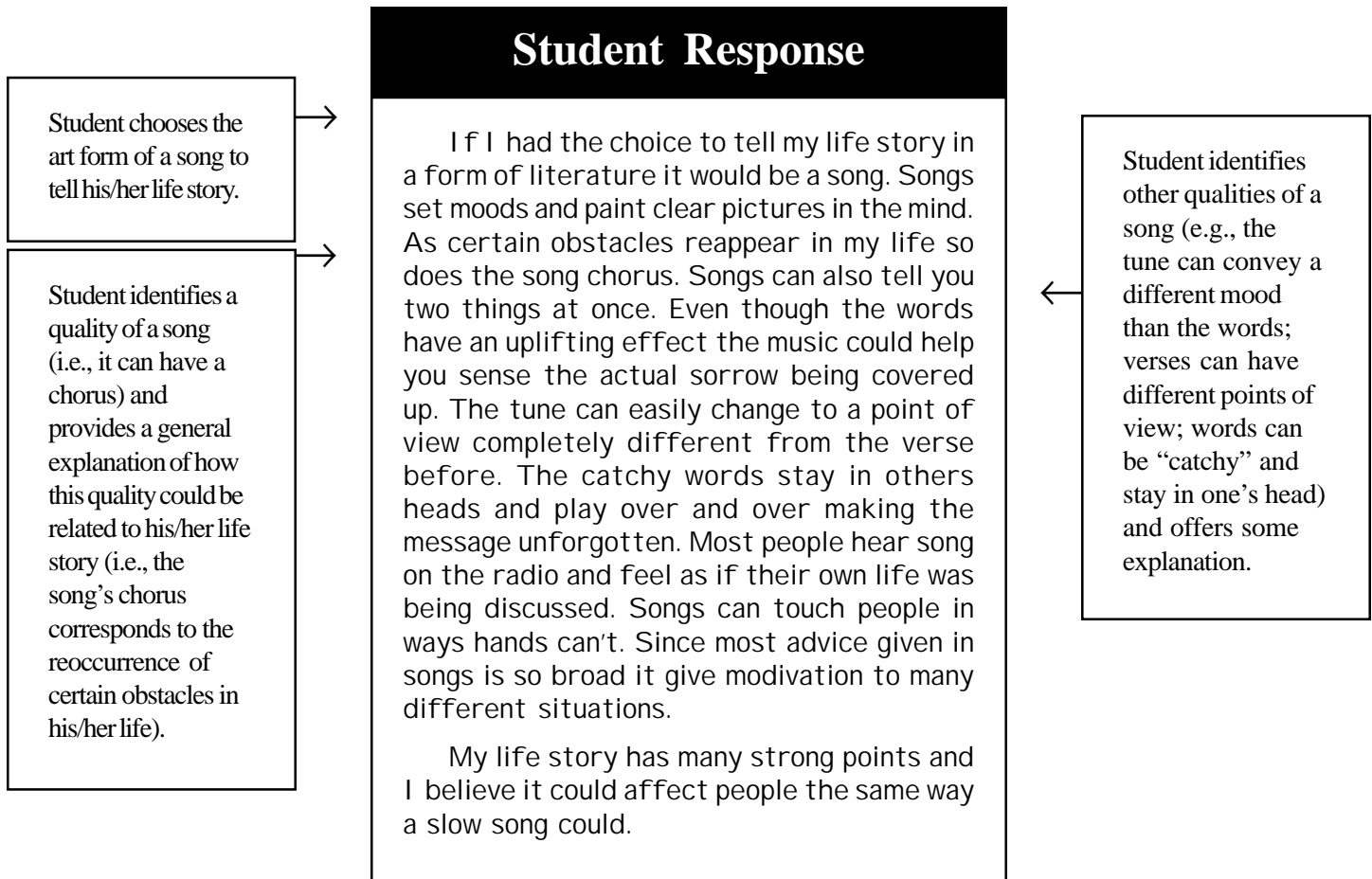




# ANNOTATED STUDENT RESPONSE

## Grade 11 Arts and Humanities

### Sample 3-Point Response of Student Work

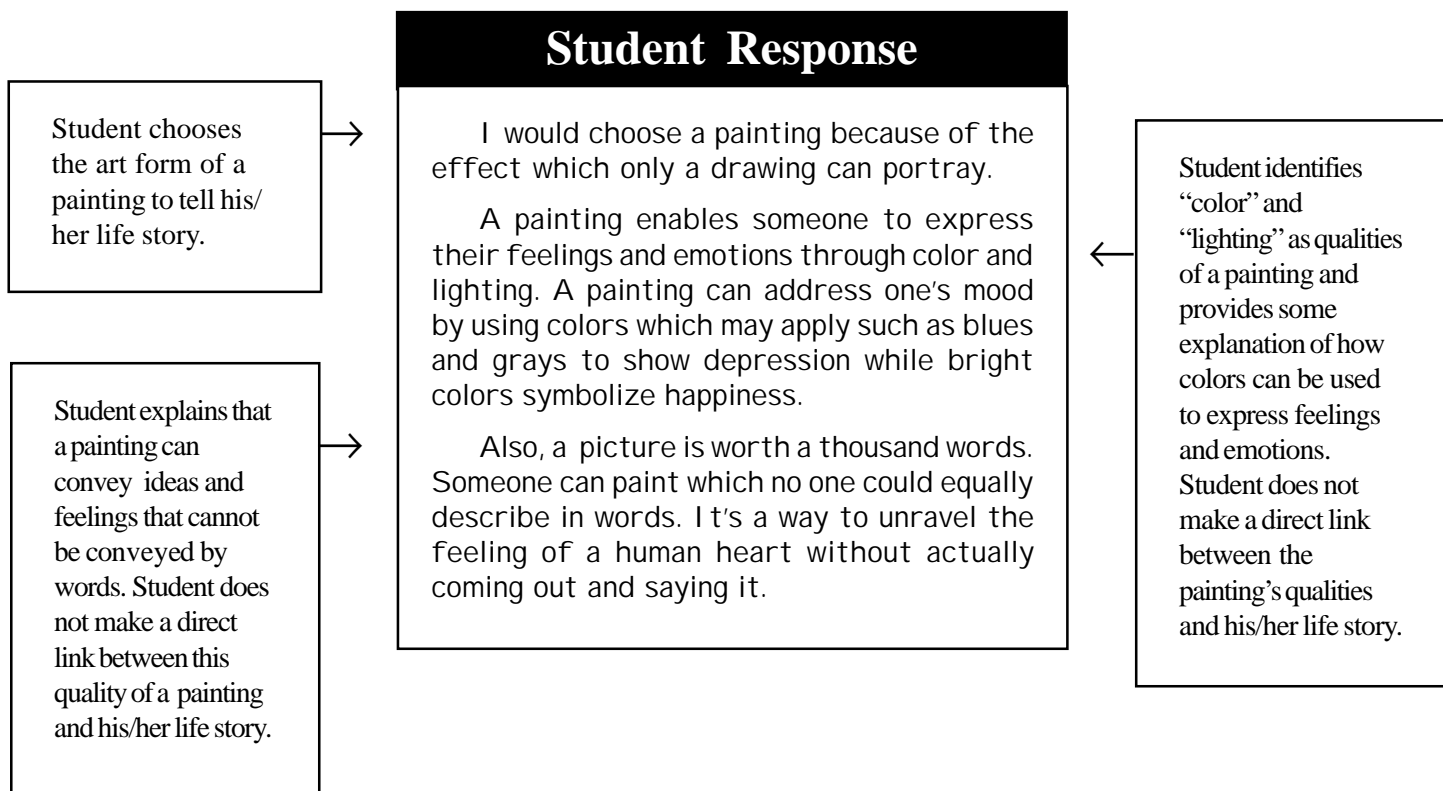




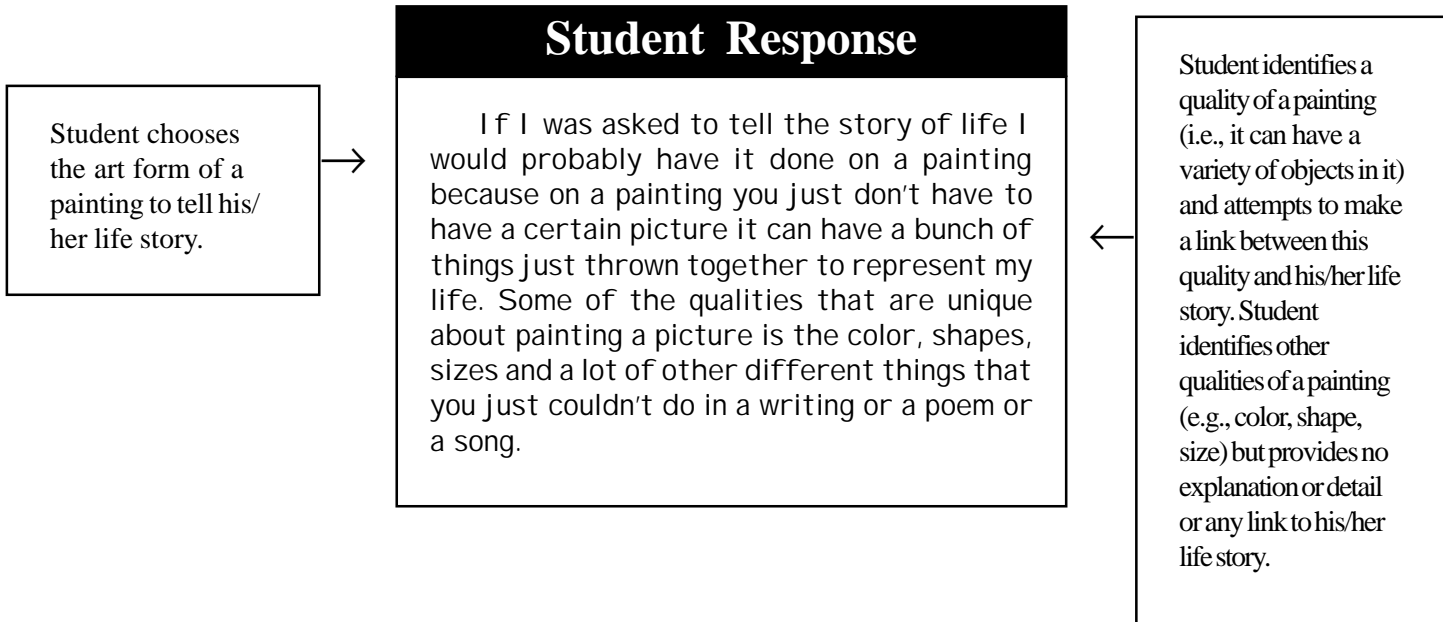
# ANNOTATED STUDENT RESPONSE

## Grade 11 Arts and Humanities

### Sample 2-Point Response of Student Work



### Sample 1-Point Response of Student Work





# INSTRUCTIONAL STRATEGIES

## Grade 11 Arts and Humanities

The open-response item “Communication” assesses students’ understanding that different art forms (i.e., literature, painting, music, and theater) have different unique qualities. The instructional strategies below present ideas to help students explore and master this concept.

Review with students the different types of art forms that have been part of human culture and history. Discuss with students different reasons that the arts have been part of human culture and history.

Discuss with students the characteristics or qualities that distinguish one art form from another.

Discuss with students the fact that criteria for beauty can be different for different cultures and at different time periods.

Have various artists representing one art form (e.g., poetry, music, playwriting) come to the class and speak about their art and the connection of their art to their life. Try to get artists who are more different from each other than alike so that students do not tend to stereotype. Ask the artists to speak about the qualities of the art form that they most enjoy.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Read a short story, listen to a song, and look at a painting that all have the same theme (e.g., love, family, misfortune). Compare how the three art forms express this theme, or choose the art form that you think best expresses this theme and explain why.
- Select the arts form(s) that would best express each of the following themes: love, misery, joy, weariness, anger. Explain your selections. Compare your selections and explanations with those of one or more students.
- Read a short story and a poem that are written in the first person. Based on the short story or poem, describe what you can tell about the narrator’s life. Compare the two art forms and how they express information about the narrator’s life. Explain why you think each author chose the art form that he or she did.
- Discuss stereotypes of different artists and whether the stereotypes are fair. Discuss the concept of an artistic personality. Does each person have an artist in him- or herself? Explain your answer.
- Choose a famous person who is not a writer, painter, singer, etc. Select the type of art form (i.e., poem, short story, song, play, or painting) that would best express this person’s life. Explain your choice by naming some of the qualities that are unique to the form you chose and relate these qualities to the famous person’s life.
- Choose a friend or someone you admire. Select the type of art form (i.e., poem, short story, song, play, or painting) that would best express this person’s life or personality. Explain your choice by naming some of the qualities that are unique to the form you chose and relate these qualities to the person’s life.